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ABSTRACT

The syllabus for New York State's elementary and secondary education second language programs is intended to inform local school district personnel about important characteristics of successful programming and provide a framework for development, management, and implementation. It specifies educational goals and components of the intended learning outcomes in terms of the students' anticipated ability to communicate in the second language at three different points in the program. Contents include chapters on the philosophy behind the curriculum; the state's modern language education goals; the suggested framework for developing a communicative curriculum; general components of communicative proficiency; the topics, situations, language function, and proficiencies (listening, speaking, reading, writing, and cultural) that are seen as the components of communication; and a discussion of local and state program development, staff development, and instructional techniques. A sample lesson plan is appended. (MSE)

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Modern Languages for Communication

New York State Syllabus

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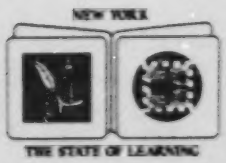

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ASSISTANT COMMISSIONER FOR ESC EDUCATION PLANNING AND SUPPORT SERVICES
DIVISION FOR PROGRAM DEVELOPMENT

TO: Persons With Responsibilities for Implementing Second Language Programs

FROM: Edward T. Lalor, Director, Division for Program Development
Jane Algozzine, Director, Division of Language Skills

This publication, **Modern Languages for Communication**, is the draft of a new syllabus for New York State schools. This draft is released for field review and comments, upon which final revisions will be based.

The final syllabus is scheduled to be available for the 1986-87 school year. It will serve as the basis for local activities such as:

Review of current local program(s)

Development of the local programs to meet standards stated in the syllabus

Selection and acquisition of support materials

Articulation of the local offerings from grade to grade or level to level

Evaluation of student performance

Your school may be one of a number of schools throughout the State to be selected to review and evaluate the syllabus. If you are not selected, you are still welcome to respond.

Your comments should be addressed to:

Paul E. Dammer
Chief, Bureau of Foreign Languages Education
New York State Education Department
Albany, New York 12234

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FOREWORD

In an increasingly interdependent world, teachers, school administrators, and curriculum supervisors must cooperate in preparing students for world citizenship. The ability to communicate in languages other than English is an important component of a global perspective. Fostering that ability is the special responsibility of foreign language teachers. Communication skills in a language other than English provide direct access to the minds and spirits of the peoples of the world. The Board of Regents, governing body of education in New York State, believes that second language proficiency is an important component in the education of today's students as they prepare for a productive and rewarding life.

In addition to the practical application of communication skills, the benefits derived from the study of a second language are many and contribute to the attainment of the Regents' goals for elementary and secondary education. Empirical findings indicate that the study of languages contributes to the attainment of these goals by:

- fostering a sense of humanity and friendship;
- increasing students' adaptability to different environments and modes of acting and thinking;
- furnishing the key to thinking patterns, cultures, and social institutions of other peoples;
- giving insights into the human mind and language itself;
- preparing students for a world in which nations and peoples will be increasingly interdependent;
- developing skills and habits that are inherent in the learning process and that result in creative inquiry and critical thinking;
- helping students to be empathetic by increasing their sensitivity to and understanding of the language, values, customs, and traditions of others and by leading them to discover and examine their own personal values;
- providing insights into our value system and an appreciation of our civic duties and responsibilities; and
- being an additional asset to many careers and to professional advancement.

This syllabus is intended to assist personnel to develop and implement curriculum and instructional objectives consonant with the directions provided by the Board of Regents in the Regents Action Plan.

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INTRODUCTION:

The Syllabus and Its Purpose

This syllabus integrates principles of second language acquisition with the Board of Regents' goals for elementary and secondary education and New York State's program requirements. It is meant to inform local school district personnel about important characteristics of successful second language programs and to provide a framework for school district personnel who have responsibility for program development, management, and implementation.

Furthermore, it specifies goals and identifies the components of intended outcomes of second language learning so that administrators, supervisors, and teachers may design programs to achieve them. These outcomes are stated in terms of the students' anticipated ability to communicate in a second language at three different checkpoints in the program. In each case, this ability is identified by the topics on which communication may occur, the situation or context in which it may occur, the purpose for which it may occur, and the proficiency or level of linguistic sophistication with which it should be achieved. The achievement of these outcomes involves the integration of acquired skills, knowledge, and cultural insight.

Although this syllabus identifies the components of intended learning outcomes, it does not prescribe specifically the methodology to be used. It does, however, offer precise implications for content and instruction. The goals of modern language education in New York State necessitate a shift in second language instruction from an approach that stresses the linguistic aspects of language to one that stresses the skills of functional communication. This shift in the focus of instruction is expected to take place over a period of time that may vary from district to district as each produces its own plan for program development and implementation. Therefore, this is a working document for educators to use at the district level when they assess, modify, or develop their own program and plan for the next step: development of a local curriculum and appropriate instructional objectives.

The syllabus provides a basic framework that includes the following sections:

- **Statement of Philosophy**
  sets the stage for the syllabus. It places foreign language study in a continuum of time and space.

- **Goals**
  states priorities that reflect the goals of the Regents of the State of New York and that form the basis for the syllabus.

- **Components of Communicative Proficiency**
  provides an overview of the elements that constitute the teaching of language for communication.

- **Framework for Developing a Communicative Curriculum**
  organizes the components of communication as defined in the syllabus.

- **Implications for Curriculum Development at the Local Level**
  suggests a process for translating the foreign language goals of New York State to a district curriculum document.

- **Staff Development**
  identifies areas of possible need and suggests activities conducted by local school districts and other agencies.

- **Implications for Instruction**
  suggests a process for further development of the syllabus, through program development, to the classroom.

PHILOSOPHY

As evidenced in the Foreword of this document, language is our connection to our community and to the world. Through language we identify the world around us, express our concerns and dreams, and share our experiences and ideas.

The ability to communicate in a second language provides a unique opportunity to gain access to other peoples and other cultures. In the interest of peace and economic, social, and political security in an increasingly interdependent world, it is important for every person to acquire the skills for communication and cross-cultural understanding.

In light of these considerations, the study of a second language should be an integral part of all students' educational experience. They all deserve the opportunity to study a second language in order to prepare themselves today for an informed and productive role in tomorrow's world community.

GOALS OF MODERN LANGUAGE EDUCATION IN NEW YORK STATE

The goals of the Modern Language Syllabus, in the spirit of the Regents Action Plan, address the needs of today's students as they prepare to meet the challenges of the 21st century in a rapidly changing world.

The underpinnings of the Regents Action Plan - critical thinking, reasoning skills, the synthesis of knowledge, humanistic understanding, social awareness, creativity and self esteem - are the foundation of the three major goals of the Modern Language Syllabus: Communicative Goals, Cultural Goals, and General Educational Goals. Although the three major goals are listed separately, they are not intended to be isolated objectives, but rather to be woven together into a communicative whole.

COMMUNICATIVE GOALS

The goal of second language teaching is the achievement of functional communication in the context of the target language culture.

The goals expressed by the Regents Action Plan delineate specific areas of concentration related to second language instruction:

- Each student will develop proficiencies in the communication skills enabling him/her to:
  - Speak, understand, read, and write at least one language other than English.
  - Comprehend written, spoken, and visual presentations in various media.
- Each student will develop the ability to understand, respect, and accept people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social background as well as their values, beliefs, and attitudes.

CULTURAL GOALS

The understanding and appreciation of different cultures in other countries as well as in our own community are integral elements in second language education. The foreign language curriculum, in collaboration with other curricular areas, makes a major contribution to the following Regents' goals:

The Regents have incorporated cultural goals in the Action Plan in the following statements:

- o Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and will develop the skills to express personal aesthetic judgements. Areas include:
  - Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups.
  - Understanding of the diversity of cultural heritages.
  - Ability to make aesthetic judgments and the ability to apply them to works of art.
- o Each student will learn methods of inquiry and knowledge gained through the study of language and literature in at least one language other than English and will use the methods and knowledge in interdisciplinary applications.
- o Each student will acquire knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems.

GENERAL EDUCATIONAL GOALS

Second language learning is an integral part of the students' total learning experience and provides a basis for interdisciplinary activity.

The following goals stated in the Regents Action Plan address the interrelationship of disciplines and the need to coordinate separate entities into a meaningful unity.

- o Each student will master communication skills enabling him/her to:
  - Think logically and creatively.
  - Determine what information is needed for particular purposes and acquire, organize, and use that information for those purposes.
  - Apply reasoning skills to issues and problems.
- o Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:
  - Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights.
  - Respect for self, others, and property as integral to a self-governing, democratic society.
- o Each student will acquire knowledge, skills, and attitudes that enable development of self-esteem.
- o Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

FRAMEWORK FOR DEVELOPING A COMMUNICATIVE CURRICULUM

In accordance with the definition prescribed by the Regents Action Plan, the Modern Language Syllabus presents the components of intended learning outcomes. It is not meant to be an instructional guide but, rather, a description of what students are expected to achieve as the result of instruction. This information should serve as a guide for decisions concerning all stages of curriculum development.

The students' ability to communicate is the primary goal of second language education. The syllabus serves the curriculum developers by describing in detail what learners will be able to do with the language as the result of instruction: WHAT communication activities they will be capable of handling, and HOW WELL they will be able to communicate.

The components of communicative proficiency, the WHAT and the HOW WELL, should be organized into intended learning outcomes and instructional objectives stated in terms of communicative competence rather than in terms of the lexical and grammatical aspects of the language. These outcomes and objectives can no longer be stated merely as an inventory of grammar and vocabulary but, rather, as a repertory of communicative acts.

In order to describe the WHAT component of communication, several elements must be considered: the topics on which communications occur, the situations in which communications occur, and the functions or purposes that communications serve.

The HOW WELL component of communication is addressed by the proficiencies that, in this syllabus, reflect the level of linguistic and cultural competence expected of students at the three stated checkpoints. These proficiency statements are listed by skill areas and include consideration for students' overall ability to communicate, complexity of language used, linguistic accuracy, and cultural awareness.

Culture is an integral part of communication. The aspirations, beliefs, and understandings that shape patterns of behavior of a linguistic group form the context

that makes accurate and meaningful communication possible. This cultural dimension pervades all of the components of communicative proficiency listed in this syllabus. The ability of students to make appropriate use of the cultural context in communication is specified as a proficiency along with listening, speaking, reading, and writing.

In the pages that follow, the syllabus organizes the intended learning outcomes into two sets of tables:

Set 1 Components of Communication

Table 1.1 Topics
Table 1.2 Situations
Table 1.3 Functions
Table 1.4 Proficiencies

Set 2 Checkpoints

Table 2.1 Checkpoint A
Table 2.2 Checkpoint B
Table 2.3 Checkpoint C

The tables provide an overview of the four components of communication by listing the topics, situations, functions, and proficiencies. These lists should be the basis for the coordination and articulation of a total program and also for the selection and development of materials consistent with a communicative approach.

The tables in Set 1, Components of Communication, list intended learning outcomes according to the individual components, topics, situations, functions, and proficiencies. The tables in Set 2 regroup the topics, situations, functions, and proficiencies to show a composite of all the components at each of the three checkpoint levels.

Many of the topics, situations, and functions are listed under more than one checkpoint in order to reflect the gradual, spiraling nature of language acquisition in

which the learner progresses from the simple to the complex, from the known to the unknown. It is neither possible nor feasible to introduce every aspect of a particular topic, situation, or function at one time and then expect the student to achieve mastery. Instead, these topics, situations, and functions will be revisited numerous times during the learning process, each time, however, reflecting a more advanced level of proficiency.

The checkpoints may occur at different times depending upon the needs and abilities of the students, their age at entering the program, the resources of a particular school, and the individual circumstances of the teaching/learning situation.

COMPONENTS OF COMMUNICATIVE PROFICIENCY

Communicative language teaching may mean different things to different people. Teachers should be highly concerned, on the one hand, with the content to be transmitted and, on the other hand, with the way students process information with their learning styles, needs, interests, and abilities. Since students do not talk about structures but about things, ideas, and what they want to do, the emphasis in the language classroom should be on meaning rather than on structures. The focus should be not on the particular structures but on what is said. The crucial question, then, is not whether students can communicate but what they can communicate and how well. The "what" refers to the content and purpose for communicating (topics, situations, functions), and the "how well" relates to the linguistic accuracy and the cultural authenticity with which the task is carried out.

This syllabus emphasizes four components in teaching for communicative proficiency. They are: topics, situations, functions, and proficiency levels to be achieved.

WHAT:
- o TOPICS
- o SITUATIONS
- o FUNCTIONS

HOW WELL:
- o PROFICIENCIES in
  - Listening
  - Speaking
  - Reading
  - Writing
  - Culture

TOPICS

The topics selected are derived from a basic question: What are the students' communication needs? Topics and subtopics are listed in no predetermined order since their use depends upon the learners' needs. The students are not expected to acquire comprehensive knowledge of these topics; they should be able to engage in communicative activities about them.

COMMUNICATIVE SITUATIONS

Communicative situations describe the type of communication, the communicative partners, and the channels of communication. They are not general settings; they are prescribed situations for the purpose of communication. They are exemplified by expressing, interpreting, and negotiating meaning between two or more persons or between one person and an oral and/or written text.

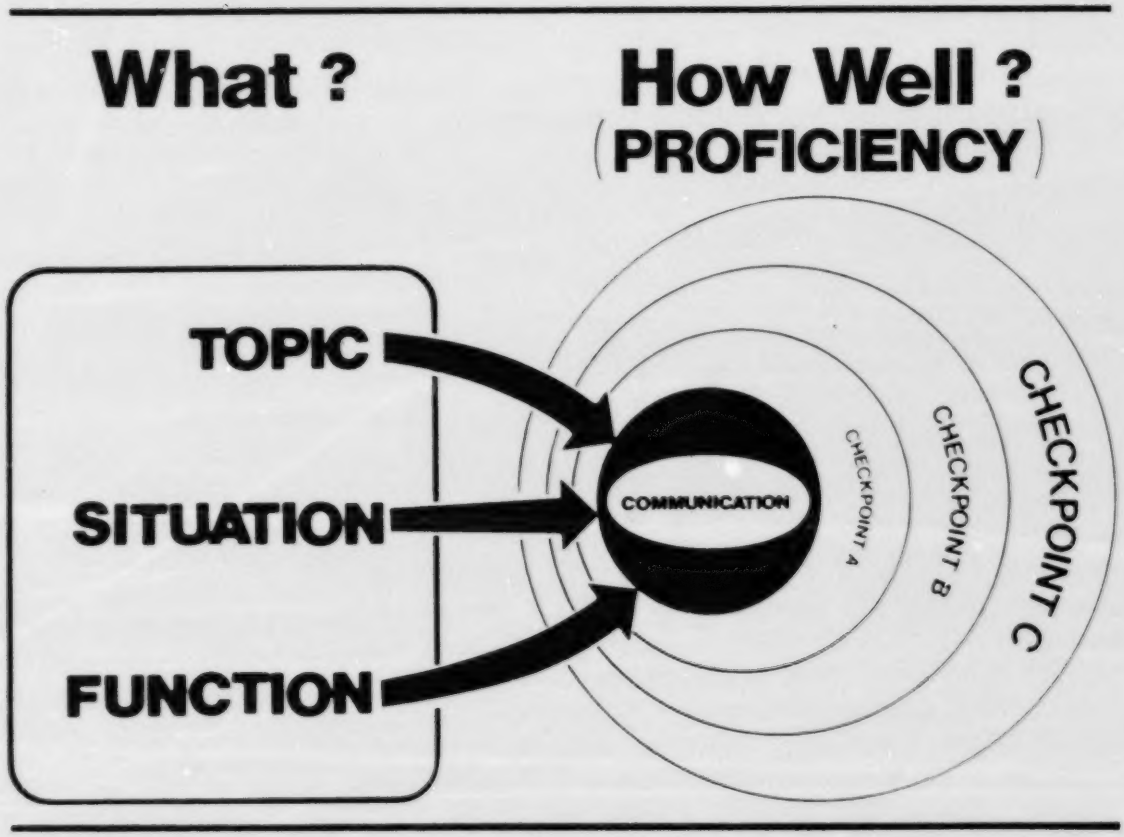
Although the four communicative skills, listening, speaking, reading, and writing, are listed separately here, they may be integrated in real-life communication situations.

FUNCTIONS

Functions indicate the purpose of communication. In any given communicative situation, one is attempting to perform a certain function, for example, asking for help, giving advice, or warning someone. The functions listed in this syllabus are general in nature and broad enough to include many more specific functions of communication.

PROFICIENCIES

Proficiency in this context does not mean native or near-native competence. There are various levels of proficiency, which are characterized by different degrees of control of the basic elements of language. Proficiency is specified at three checkpoints in the areas of listening, speaking, reading, writing, and culture.



CHECKPOINT A

lists the components of intended learning outcomes and describes the proficiency levels necessary to complete successfully the required units of study at some time in grades K-9. (Proficiency Examination)

CHECKPOINT B

lists the components of intended learning outcomes and describes the proficiency levels necessary to complete successfully a three unit-of-credit sequence for a Regents diploma. (Regents Examination)

CHECKPOINT C

lists the components of intended learning outcomes and describes the proficiency levels necessary to complete successfully a five unit-of-credit sequence for a Regents diploma.

NOTE: Standards for local diploma sequences will be established by local schools.

COMPONENTS OF COMMUNICATION

1.1 TOPICS

The topics listed on the following pages are universal elements that form the basis for virtually any meaningful conversation in any culture. Students are not expected to have a comprehensive, academic knowledge of the topics, and teachers are not expected to teach them as such. Instead, the topics should serve their real purpose as the focal point on which meaningful conversation should take place.

Checkpoints A, B, and C denote when the topics are expected to be incorporated into the curriculum. The appearance of individual topics at more than one checkpoint indicates that language acquisition is cumulative and spiraling in nature. With this in mind, curriculum writers should select topics according to students' abilities, needs, interests, age, and experience, and teachers should be prepared to reintroduce, reinforce, and expand communication on the topics as the students' proficiency increases. These checkpoints, therefore, are to be interpreted not as termination points in the instructional process but as indicators that the intended learning outcomes for that checkpoint have been achieved.

(For an example of how the topic may be incorporated into a teaching unit, see Appendix.)

TABLE 1.1 COMPONENTS OF COMMUNICATION: TOPICS

1. PERSONAL IDENTIFICATION	A	B	C
Biographical Information			
age	o	o	o
nationality	o	o	o
address and telephone number	o	o	o
family	o	o	o
occupation	o	o	o
place and date of birth	o	o	o
Physical Characteristics			
height	o	o	o
weight	o	o	o
complexion	o	o	o
facial features	o	o	o
body shape	o	o	o
color of hair/eyes		o	o
Psychological Characteristics			
character	o	o	o
personality	o	o	o
likes and dislikes	o	o	o
tastes and interests	o	o	o
2. HOUSE AND HOME			
Types of Lodging			
house	o	o	o
apartment	o	o	o
rental and ownership		o	o
Rooms and Other Lodging Components			
identification	o	o	o
size/function	o	o	o
furnishings	o	o	o
garden/terrace/balcony	o	o	o
appliances		o	o
3. SERVICES			
repairs		o	o
public utilities			o
deliveries			o
4. FAMILY LIFE			
family members	o	o	o
activities	o	o	o
roles and responsibilities		o	o
relationships			o
5. COMMUNITY/NEIGHBORHOOD			
common activities	o	o	o
local stores/facilities	o	o	o
recreational opportunities	o	o	o
responsibilities/expectations			o
interaction			o

TABLE 1.1 (cont.)	A	B	C
6. PHYSICAL ENVIRONMENT			
Physical Features			
big city	o	o	o
small town	o	o	o
village	o	o	o
suburb	o	o	o
country	o	o	o
geography of area	o	o	o
Climate and Weather			
seasons	o	o	o
temperature/precipitation/wind	o	o	o
natural catastrophies		o	o
flora and fauna		o	o
impact on human life			o
Quality of Environment			
opportunities for recreation and entertainment	o	o	o
ecology			o
economy			o
aesthetics			o
7. MEAL TAKING/FOOD/DRINK			
Types of Food and Drink			
everyday family fare	o	o	o
regional and national specialities	o	o	o
fast food	o	o	o
food and drink preparation	o	o	o
special occasion menus		o	o
Mealtime Interaction			
regular family meals	o	o	o
eating with friends/relatives	o	o	o
eating out	o	o	o
socializing in public establishments			o
8. HEALTH AND WELFARE			
Parts of the Body			
identification	o	o	o
care		o	o
Illnesses and Accidents			
symptoms of illness	o	o	o
medical services/treatment		o	o
insurance/social services			o

TABLE 1.1 (cont.)	A	B	C
9. EDUCATION			
Secondary School Organization			
types of schools	o	o	o
subjects	o	o	o
schedule/school year	o	o	o
programs		o	o
content		o	o
examinations/grading		o	o
diploma			o
students' organizations			o
School Life			
extracurricular activities	o	o	o
relationships among students		o	o
relationships between staff and students		o	o
discipline		o	o
roles, responsibility/expectations			o
Educational System			
structure			o
personnel			o
society's needs/expectations			o
10. EARNING A LIVING			
Types of Employment			
commonly known occupations	o	o	o
summer/part time employment		o	o
volunteer work			o
Work Conditions			
preparation/training		o	o
work roles/responsibilities		o	o
remunerations/benefits		o	o
relations with colleagues and employer			o
Major Issues in Employment			
job market situation			o
new trends in employment			o
labor/management relations			o
11. LEISURE			
Available Leisure Time			
after school	o	o	o
weekends	o	o	o
holidays	o	o	o
vacations	o	o	o

TABLE 1.1 (cont.)	A	B	C
Activities			
hobbies/sports/other interests	o	o	o
use of media	o	o	o
organizations and facilities		o	o
cultural resources		o	o
Special Occasions			
religious events	o	o	o
traditions and customs	o	o	o
family occasions	o	o	o
12. PUBLIC AND PRIVATE SERVICES			
Communications			
telephone	o	o	o
mail	o	o	o
telegram		o	o
Government Agencies			
post office	o	o	o
customs		o	o
police		o	o
embassies and consulates			o
Finances			
banks		o	o
currency exchange offices		o	o
13. SHOPPING			
Shopping Facilities and Products			
shopping centers	o	o	o
specialty shops	o	o	o
neighborhood merchants	o	o	o
department stores	o	o	o
markets	o	o	o
mail-order companies		o	o
Shopping Patterns			
time (opening hours...)	o	o	o
currency	o	o	o
interaction with sales staff	o	o	o
staples and everyday purchases	o	o	o
modes of payment		o	o
weights/measures/sizes		o	o
Shoppers' Information			
prices	o	o	o
advertisements		o	o
consumer publications			o
labels and information brochures and directions			o

TABLE 1.1 (cont.)	A	B	C
14. TRAVEL			
Transportation			
means of transportation	o	o	o
maps	o	o	o
timetables and fares	o	o	o
signs and instructions	o	o	o
interaction at ticket counters	o	o	o
advertisements/promotional information	o	o	o
itinerary		o	o
interaction at travel agencies		o	o
travel information agencies			o
Lodging			
youth hostels		o	o
camping/caravaning		o	o
hotels and pensions		o	o
private guest arrangements		o	o
Holiday Travel Patterns			
destinations		o	o
activities		o	o
15. CURRENT EVENTS			
Political, Social and Economic Aspects			
miscellaneous news	o	o	o
political parties		o	o
present governments		o	c
current political issues		o	o
current economic issues		o	o
general description of society		o	o
executive, legislative, and judicial			o
status of the economy			o
trends in the economy			o
social classes and their relations			o
social programs			o
current social issues			o
Cultural Aspects			
arts (theater/cinema/music)	o	o	o
people in the arts	o	o	o
special events	o	o	o
institutions/facilities		o	o
historical and artistic sites		o	o
folklore		o	o
trends			o
Relations between United States and Target Language Countries			
opportunities for exchange		o	o
influence of one country on another			o
cultural links			o
economic relations			o
governmental relations			o
individual perceptions			o

COMPONENTS OF COMMUNICATION

1.2 SITUATIONS IN WHICH COMMUNICATION MAY OCCUR

Communicative situations give meaning to an interaction by identifying the type of communication, the channels through which communication takes place, the participants, where they are, and why they are together. All communicative situations should be considered in relation to the culture expressed in the context and to the age, ability, and experience of the learner.

The situations in this syllabus are identified in terms of the traditional skill areas of listening comprehension, listening/speaking, reading, and writing. They are listed as such for the purpose of relating them to the proficiency levels. These skills are not to be viewed as separate entities because they are not isolated from each other in reality. Instead, they should be integrated with each other to create the setting in which communication takes place.

As it is impossible to describe all the situations, the following general list is offered to aid teachers in developing their instructional objectives.

(For an example of how the situation may be incorporated into a teaching unit, see Appendix.)

SITUATIONS IN WHICH COMMUNICATION MAY OCCUR

TABLE 1.2

COMMUNICATIVE SKILL	A	B	C
LISTENING COMPREHENSION			
Informational bulletins/announcements provided over loudspeakers, radio, and television	o	o	o
Short presentations of interest to the general public given in person or on television		o	o
Songs, live and recorded		o	o
Feature programs on television, in the movies, and on the radio			o
LISTENING/SPEAKING			
Interaction with providers of common public services* in face-to-face communications	o	o	o
Informal everyday conversations with individual peers and adults	o	o	o
Informal conversations with peers and familiar adults	o	o	o
Interaction with providers of common public services by telephone		o	o
Group conversations and discussions among peers and familiar adults		o	o
Group discussions with peers		o	o
Informal verbal reports to individuals and groups of peers and familiar adults		o	o

*Sales personnel, bank tellers, ticket agents, police, hotel personnel, etc.

TABLE 1.2 (cont.)

COMMUNICATIVE SKILL	A	B	C
READING			
Information provided to the general public on signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.	o	o	o
Announcements, ads, and short reports in general interest newspapers, magazines, and other publications	o	o	o
Simple business correspondence and pamphlets		o	o
Facts, opinions, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)		o	o
Letters to the editor and feature articles from general interest publications with lexical aids		o	o
Excerpts from poetry and prose for interpretation and cultural appreciation		o	o
WRITING			
Forms to be filled out for the use of common public services	o	o	o
Informal notes for communications in everyday life situations	o	o	o
Brief reports describing simple situations and sequences of events		o	o
Personal letters to acquaintances and friends (peers and adults)		o	o
Formal letters to agencies, institutions, and businesses on topics of personal needs		o	o
Note taking			o
Creative writing			o

COMPONENTS OF COMMUNICATION

1.3 FUNCTIONS

Functions denote the purposes for communication. For example, in a given situation, one may wish to ask for help, give advice, issue a warning, or try to convince someone. The functions, as presented in this syllabus, are broadly based and may be applied to any given topic or communicative situation. They may be used for present, past, or future events at any of the three checkpoints.

(For an example of how the function may be incorporated into a teaching unit, see Appendix.)

FUNCTIONS

- o Socializing
  - greeting
  - leave-taking
  - introducing
  - thanking
  - apologizing
- o Providing and obtaining information about:
  - facts
  - events
  - needs
  - opinions
  - attitudes
  - feelings
- o Expressing personal feelings about:
  - facts
  - events
  - opinions
  - attitudes
- o Getting others to adopt a course of action by:
  - suggesting
  - requesting
  - directing
  - advising
  - warning
  - convincing
  - praising

COMPONENTS OF COMMUNICATION

1.4 PROFICIENCIES

The proficiencies listed on the following pages are descriptions of standards of competence in listening comprehension, speaking, reading, writing, and culture that are deemed acceptable at each of the three checkpoints. The term "proficiency" should not be confused with native or near-native "fluency." Instead, it refers to the degree of control of the basic elements of the language that the student should be able to demonstrate at each checkpoint.

The proficiencies in this syllabus are stated in such a way as to accommodate the learning styles and abilities of ALL students. They are designed to stress the successful communication of meaning rather than placing undue emphasis on attaining structural accuracy, particularly at the early stages of language learning.

(For an example of how the proficiencies may be incorporated into a teaching unit, see Appendix.)

PROFICIENCIES

LISTENING COMPREHENSION

Checkpoint A

Can comprehend simple statements and questions and usually the main idea of longer but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives.

Checkpoint B

Can comprehend short conversations on simple topics in everyday situations. Limited vocabulary range necessitates repetitions and/or circumlocution for understanding. Can understand the frequently used tense forms and word order patterns in simple sentences. Has both general and detailed understanding of short, discrete expressions but has only general understanding of longer conversations and messages within familiar communicative situations. Can sustain comprehension through contextual inferences in short communications on familiar topics with native speakers who are aware of the non-native status of the listener.

Checkpoint C

Can understand standard speech delivered with some repetition and rewording by a native speaker not used to dealing with foreigners. Can understand the essential points of discussions or presentations on familiar topics. Such factors as tension, pressure, emotional stress, and unfavorable listening conditions as well as vocabulary and complex utterances may influence comprehension. Can sometimes detect emotional overtones and understand inferences.

SPEAKING

Checkpoint A

Can initiate and respond to simple statements and manage simple face-to-face conversation within the vocabulary, structure, and phonology appropriate to the communicative situations and functions of this level.

Can be understood by native speakers used to foreigners attempting to speak their language with some repetitions and circumlocutions.

Checkpoint B

Can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and circumlocution. Can use the more common verb tense forms but still makes many errors in formation and selection. Can use word order accurately in simple sentences, but still makes errors in more complex patterns. Can sustain coherent structures in short and familiar communicative situations. Can employ selectively basic cohesive features such as pronouns and verb inflections. Extended communication is largely a series of short, discrete expressions. Can articulate comprehensibly but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech is usually labored. Has to repeat statements to be understood by the general public.

Checkpoint C

Can handle most communicative situations with confidence but may need help with any complication or difficulty. Vocabulary is sufficient to communicate with some circumlocutions. Can handle elementary constructions accurately. Limited control of more complex structures may interfere with communication.

READING

Checkpoint A

Can understand simple connected material for informative or social purposes. Can understand the essential content of short, general, public statements and standardized messages. Can comprehend the main ideas of materials containing simple structure and syntax when relying on visual cues and prior familiarity with the topic.

Understanding is limited to simple language containing only the highest frequency grammatical patterns and vocabulary items. Can guess at cognates and highly contextualized unfamiliar vocabulary. May have to read the material several times in order to achieve understanding.

Checkpoint B

Can understand simple narrative and descriptive authentic materials and edited texts within a familiar context. Has specific comprehension of selected passages in familiar sentence patterns. Can follow essential points as well as some details of expository writing when dealing with areas of special interest and is able to guess meaning from context.

Checkpoint C

Can understand most factual information in nontechnical prose as well as some expository texts on topics related to areas of special interest. Can read excerpts from literature for pleasure. Is able to separate main ideas from lesser ones and thus begins to analyze material that is written for the general public. Is able to use linguistic context and prior knowledge to increase comprehension. Can detect the overall character or intent of the text.

WRITING

Checkpoint A

Can express basic personal needs and compose short messages and paragraphs on very familiar topics based on personal experience. Writing consists mostly of recombinations of learned vocabulary and structures into simple sentences. Can show acceptable control of basic constructions and can express present, past, and future ideas using content words and time expressions. Although errors in spelling and grammar are frequent, writing can be understood by native speakers used to dealing with foreigners.

Checkpoint B

Can write simple notes, letters, and short reports using elementary vocabulary and commonly encountered structures. Can express present and future ideas accurately and past ideas comprehensibly. Major errors still occur when expressing more complex thoughts. Begins to develop sequential relationships. Writing is comprehensible to native speakers used to dealing with foreigners.

Checkpoint C

Can compose unified and organized texts on everyday topics with sufficient vocabulary to express himself/herself simply with some circumlocution. Is able to show good control of the morphology of the language and of the most frequently used syntactic structures, but errors may still occur. Can express complex ideas sequentially using simple language. Writing is comprehensible to a native speaker not used to reading the writing of foreigners.

CULTURE PROFICIENCIES

Checkpoint A

Has knowledge of some aspects of the target language culture and is aware of the existence of cultures other than his/her own. Is able to function in authentic, common, everyday situations but makes frequent cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.

Checkpoint B

Shows understanding of cultures as systems of values that evolve with time and is able to show how certain values are associated with certain behavior patterns in his/her own culture as well as the target language culture. On the basis of previous experience with the target language culture, is able to distinguish some culturally authentic patterns of behavior from idiosyncratic behaviors. Is able to acquire some new cultural patterns from the observation of authentic models. In applying this knowedge, still shows misunderstandings, and miscommunications occur frequently with native speakers not accustomed to foreigners.

Checkpoint C

Shows understanding of most culturally determined behaviors of the target language speakers and begins to demonstrate a general appreciation for their culture. Is generally able to avoid major misunderstandings in common everyday situations with native speakers not accustomed to foreigners. Is able to use the context to guess at the meaning of some unfamiliar cultural behaviors. Shows some initiative and ease in using culturally appropriate behaviors acquired by observation of authentic models.

CHECKPOINTS

The following set of tables regroups the components of communication according to proficiencies at Checkpoints A, B, and C. The tables provide the reader with an overview that demonstrates the cumulative and spiraling nature of language learning in which topics, situations, and functions are integrated at all checkpoints to achieve the appropriate proficiency levels.

TOPICS

PERSONAL IDENTIFICATION: age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, complexion, facial features, body shape, character, personality, likes and dislikes, tastes and interests

HOUSE AND HOME: house, apartment, identification, size/function, furnishings, garden/terrace/balcony

FAMILY LIFE: family members, activities

COMMUNITY/NEIGHBORHOOD: common activities, local stores/facilities, recreational opportunities

PHYSICAL ENVIRONMENT: big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, opportunities for recreation and entertainment

MEAL TAKING, FOOD, AND DRINK: everyday family fare, regional and national specialities, fast food, food and drink preparation, regular family meals, eating with friends/relatives, eating out

HEALTH AND WELFARE: identify parts of the body, symptoms of illness

EDUCATION: types of schools, subjects, schedule/school year, extracurricular activities

EARNING A LIVING: commonly known occupations

LEISURE: after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, religious events, traditions and customs, family occasions

PUBLIC AND PRIVATE SERVICES: telephone, mail, post office

SHOPPING: shopping centers, specialty shops, neighborhood merchants, department stores, markets, shopping time, currency, interaction with sales staff, staples and everyday purchases, prices

TRAVEL: means of transportation, maps, timetables, and fares, signs and instructions, interaction at ticket counters, advertisements/promotional information

CURRENT EVENTS: miscellaneous news, arts, (theater/cinema/music), people in the arts, special events

SITUATIONS

LISTENING COMPREHENSION:

Informational bulletins/announcements provided over loudspeakers, radio, and television

LISTENING/SPEAKING:

Interaction with providers of common public services (sales personnel, bank tellers, ticket agents, police, hotel personnel, etc.) in face-to-face communications

Informal everyday conversations with individual peers and adults

Informal conversations with peers and familiar adults

READING:

Information provided to the general public on signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.

Announcements, ads, and short reports in general interest newspapers, magazines, and other publications

WRITING:

Forms to be filled out for the use of common public services

Informal notes for communications in everyday life situations

Table 2.1

CHECKPOINT A

A

FUNCTIONS

Socializing
- greeting
- leave-taking
- introducing
- thanking
- apologizing

Provide and obtain information about:
- facts
- events
- needs
- opinions
- attitudes
- feelings

Express personal feelings about:
- facts
- events
- opinions
- attitudes

Get others to adopt a course of action by:
- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

PROFICIENCIES

LISTENING

Can comprehend simple statements and questions and usually the main idea of longer but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non- natives.

SPEAKING

Can initiate and respond to simple statements and manage simple face-to- face conversation within the vocabulary, structure, and phonology appropriate to the communicative situations and functions at this level.

Can be understood by native speakers used to foreigners attempting to speak their language with some repetitions and circumlocutions.

READING

Can understand simple connected material for informative or social purposes. Can understand the essential content of short, general, public statements and standardized messages. Can comprehend the main ideas of materials containing simple structure and syntax when relying on visual cues and prior familiarity with the topic.

Understanding is limited to simple language containing only the highest frequency grammatical patterns and vocabulary items. Can guess at cognates and highly contextualized unfamiliar vocabulary. May have to read the material several times in order to achieve understanding.

WRITING

Can express basic personal needs and compose short messages and paragraphs on very familiar topics based on personal experience. Writing consists mostly of recombinations or learned vocabulary and structures into simple sentences. Can show acceptable control of basic constructions and can express present, past, and future ideas using content words and time expressions. Although errors in spelling and grammar are frequent, writing can be understood by native speakers used to dealing with foreigners.

CULTURE

Has knowledge of some aspects of the target language culture and is aware of the existence of cultures other than his/her own. Is able to function in authentic common everyday situations but makes frequent cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.

Table 2.1

B LEARNING OUTCOMES

TOPICS

PERSONAL IDENTIFICATION: age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, **color of hair eyes**, complexion, facial features, body shape, character, personality, likes and dislikes, tastes and interests

HOUSE AND HOME: house, apartment, **rental and ownership**, identification, size/function, furnishings, garden/terrace/balcony, **appliances**

SERVICES: **repairs**

FAMILY LIFE: family members, activities, **roles and responsibilities**

COMMUNITY/NEIGHBORHOOD: common activities, local stores/facilities, recreational opportunities

PHYSICAL ENVIRONMENT: big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, **natural catastrophies, flora and fauna**, opportunities for recreation and entertainment

MEAL TAKING, FOOD, AND DRINK: everyday family fare, regional and national specialities, fast food, **special occasion menus**, food and drink preparation, regular family meals, eating with friends/relatives, eating out

HEALTH AND WELFARE: identify parts of the body, **care of body**, symptoms of illness, **medical services/treatment**

EDUCATION: types of schools, subjects, schedule/school year, **programs, content, examinations/grading**, extracurricular activities, relationships among students, **relationships between staff and students, discipline**

EARNING A LIVING: commonly known occupations, **summer/part time employment, preparation/training, work roles/responsibilities, remunerations/benefits**

LEISURE: after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, **organizations and facilities, cultural resources**, religious events, traditions and customs, family occasions

PUBLIC AND PRIVATE SERVICES: telephone, mail, **telegram**, post office, **customs, police, banks, currency exchange offices**

SHOPPING: shopping centers, specialty shops, neighborhood merchants, department stores, markets, **mail order companies**, shopping time, currency, interaction with sales staff, staples and everyday purchases, **modes of payment, weights/measures/sizes**, prices, **advertisements**

TRAVEL: means of transportation, maps, timetables and fares, signs and instructions, interaction at ticket counters, **itinerary, interaction at travel agencies**, advertisements/promotional information, **youth hostels, camping/caravaning, hotels and pensions, private guest arrangements, destinations, activities.**

CURRENT EVENTS: **Political parties, present governments, current political issues, current economic issues, general description of society**, miscellaneous news, arts (theater/cinema/music), people in the arts, **folklore**, special events, **institutions/facilities, historical and artistic sites, opportunities for exchange**

Each checkpoint contains all the topics and situations from the previous checkpoint; topics and situations that are new to this checkpoint are in bold print.

SITUATIONS

LISTENING COMPREHENSION:

Informational bulletins/announcements provided over loudspeakers, radio, and television

Short presentations of interest to the general public given in person or on television

Songs, live and recorded

LISTENING/SPEAKING:

Interaction with providers of common public services in face-to-face communications

Interaction with providers of common public services by telephone

Informal everyday conversations with individual peers and adults

Group conversations and discussions among peers and familiar adults

Informal conversations with peers and familiar adults

Group discussions with peers

Informal verbal reports to individuals and groups of peers and familiar adults

READING:

Information provided to the general public on signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.

Announcements, ads and short reports in general public interest newspapers, magazines and other publications

Simple business correspondence and pamphlets

Facts, opinions, feelings and attitudes in correspondence from acquaintances and friends (peers and adults)

Letters to the editor and feature articles from general interest publications with lexical aids

Excerpts from poetry and prose for interpretation and cultural appreciation

WRITING:

Forms to be filled out for the use of common public services

Informal notes for communications in everyday life situations

Brief reports describing simple situations and sequences of events

Personal letters to acquaintances and friends (peers and adults)

Formal letters to agencies, institutions, and businesses on topics of personal needs

CHECKPOINT B

B

FUNCTIONS

Socializing
- greeting
- leave-taking
- introducing
- thanking
- apologizing

Provide and obtain information about:
- facts
- events
- needs
- opinions
- attitudes
- feelings

Express personal feelings about
- facts
- events
- opinions
- attitudes

Get others to adopt a course of action by
- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

PROFICIENCIES

LISTENING
Can comprehend short conversations on simple topics in everyday situations. Limited vocabulary range necessitates repetitions and/or circumlocution for understanding. Can understand the frequently used tense forms and word order patterns in simple sentences. Has both general and detailed understanding of short, discrete expressions, but has only general understanding of longer conversations and messages within familiar communicative situations. Can sustain comprehension through textual inferences in short communications on familiar topics with native speakers who are aware of the non-native status of the listener.

SPEAKING
Can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and circumlocution. Can use the more common verb tense forms but still makes many errors in formation and selection. Can use word order accurately in simple sentences, but still makes errors in more complex patterns. Can sustain coherent structures in short and familiar communicative situations. Can employ selectively basic cohesive features such as pronoun and verb inflections. Extended communication is largely a series of short discrete expressions. Can articulate comprehensibly but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech is usually labored, has to repeat expressions to be understood by the general public.

READING
Can understand simple narrative and descriptive authentic materials and edited texts within a familiar context. Has specific comprehension of selected passages in familiar sentence patterns. Can follow essential points as well as some details of expository writing when dealing with areas of special interest and is able to guess meaning from context.

WRITING
Can write simple notes, letters, and short reports using elementary vocabulary and commonly encountered structures. Can express present and future ideas accurately and past ideas comprehensibly. Major errors still occur when expressing more complex thoughts. Begins to develop sequential relationships. Writing is comprehensible to native speakers used to dealing with foreigners.

CULTURE
Shows understanding of cultures as systems of values that evolve with time and is able to show how certain values are associated with certain behavior patterns in his/her own culture as well as the target language culture. On the basis of previous experience with the target language culture, is able to distinguish some culturally authentic patterns of behavior from idiosyncratic behaviors. Is able to acquire some new cultural patterns from the observation of authentic models. In applying this knowledge, still shows misunderstandings, and miscommunications occur frequently with native speakers not accustomed to foreigners.

Table 2.2

C LEARNING OUTCOMES

TOPICS

PERSONAL IDENTIFICATION: age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, color of hair, eyes, complexion, facial features, body shape, character, personality, likes and dislikes, tastes and interests.

HOUSE AND HOME: house, apartment, rental and ownership, identification, size, function, furnishings, garden, terrace, balcony, appliances.

SERVICES: repairs, **public utilities, deliveries**

FAMILY LIFE: family members, activities, roles and responsibilities, **relationships**

COMMUNITY, NEIGHBORHOOD: common activities, local stores, facilities, recreational opportunities, **responsibilities, expectations, interaction**

PHYSICAL ENVIRONMENT: big city, small town, village, suburb, country, geography of area, seasons, temperature, precipitation, wind, natural catastrophies, flora and fauna, **impact on human life,** opportunities for recreation and entertainment, **ecology, economy, aesthetics**

MEAL TAKING, FOOD, DRINK: everyday family fare, regional and national specialities, fast food, special occasion menus, food and drink preparation, regular family meals, eating with relatives, friends, eating out, **socializing in public establishments**

HEALTH AND WELFARE: identify parts of the body, care of body, symptoms of illness, medical services, treatment, **insurance, social services**

EDUCATION: types of schools, subjects, schedule, school year, programs, content, examinations, grading, **diploma, students' organizations,** extracurricular activities, relationships among students, relationships between staff and students, discipline, **roles, responsibilities, expectations, structure, personnel, society's needs, expectations**

EARNING A LIVING: commonly known occupations, summer/part time work, **volunteer work,** preparation, training, work roles, responsibilities, remunerations, benefits, **relations with colleagues and employer, job market situation, new trends in employment, labor management relations**

LEISURE: after school, weekends, holidays, vacations, hobbies/sports, other interests, use of media, organizations and facilities, cultural resources, religious events, traditions and customs, family occasions

PUBLIC AND PRIVATE SERVICES: telephone, mail, telegram, post office, customs, police, **embassies and consulates,** banks, currency exchange offices

SHOPPING: shopping centers, specialty shops, neighborhood merchants, department stores, markets, mail order companies, shopping time, currency, interaction with sales staff, staples and everyday purchases, modes of payment, weights, measures, sizes, prices, advertisements, **consumer publications, labels and information brochures and directions**

TRAVEL: means of transportation, maps, timetables and fares, signs and instructions, interaction at ticket counters, itinerary, interaction at travel agencies, advertisements, promotional information, **travel information agencies,** youth hostels, camping/caravaning, hotels and pensions, private guest arrangements, destinations, activities.

CURRENT EVENTS: political parties, present governments, current political issues, current economic issues, general description of society, miscellaneous news, **executive, legislative and judicial, status of the economy, trends in the economy, social classes and their relations, social programs, current social issues,** arts (theater, cinema, music), people in the arts, folklore, special events, institutions/facilities, historical and artistic sites, **trends,** opportunities for exchange, **influence of one country on another, cultural links, economic relations, governmental relations, individual perceptions**

Each checkpoint contains all the topics and situations from the previous checkpoint; topics and situations which are new to this checkpoint are in bold print.

SITUATIONS

LISTENING COMPREHENSION:

Informational bulletins, announcements provided over loudspeakers, radio, and television

Short presentations of interest to the general public given in person or on television

Songs, live and recorded

Feature programs on television, in the movies, and on the radio

LISTENING, SPEAKING:

Interaction with providers of common public services in face-to-face communications

Interaction with providers of common public services by telephone

Informal everyday conversations with individual peers and adults

Group conversations and discussions among peers and familiar adults

Informal conversations with peers and familiar adults

Group discussions with peers

Informal verbal reports to individuals and groups of peers and familiar adults

READING:

Information provided to the general public on signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.

Announcements, ads, and short reports in general interest newspapers, magazines, and other publications

Simple business correspondence and pamphlets

Facts, opinions, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)

Letters to the editor and feature articles from general interest publications with lexical aids

Excerpts from poetry and prose for interpretation and cultural appreciation

WRITING:

Forms to be filled out for the use of common public services

Informal notes for communications in everyday life situations

Brief reports describing simple situations and sequences of events

Personal letters to acquaintances and friends (peers and adults)

Formal letters to agencies, institutions, and businesses on topics of personal needs

Note taking

Creative writing

Table 2.3

CHECKPOINT C

C

FUNCTIONS

Socializing
- greeting
- leave-taking
- introducing
- thanking
- apologizing

Provide and obtain information about:
- facts
- events
- needs
- opinions
- attitudes
- feelings

Express personal feelings about:
- facts
- events
- opinions
- attitudes

Get others to adopt a course of action by:
- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

PROFICIENCIES

LISTENING COMPREHENSION

Can understand standard speech delivered with some repetition and rewording by a native speaker not used to dealing with foreigners. Can understand the essential points of discussions or presentations on familiar topics. Such factors as tension, pressure, emotional stress, and unfavorable listening conditions as well as vocabulary and complex utterances may influence comprehension. Can sometimes detect emotional over tones and understand inferences.

SPEAKING

Can handle most communicative situations with confidence but may need help with any complication or difficulty. Vocabulary is sufficient to communicate with some circumlocution. Can handle elementary constructions accurately. Limited control of more complex structures may interfere with communication.

READING

Can understand most factual information in nontechnical prose as well as some expository texts on topics related to areas of special interest. Can read excerpts from literature for pleasure. Is able to separate main ideas from lesser ones and thus begins to analyze material that is written for the general public. Is able to use linguistic context and prior knowledge to increase comprehension. Can detect the overall character or intent of the text.

WRITING

Can compose unified and organized texts on everyday topics with sufficient vocabulary to express oneself simply with some circumlocution. Is able to show good control of the morphology of the language and of the most frequently used syntactic structures, but errors may still occur. Can express complex ideas sequentially using simple language. Writing is comprehensible to a native speaker not used to reading the writing of foreigners.

CULTURE

Shows understanding of most culturally determined behaviors of the target language speakers and begins to demonstrate a general appreciation for their culture. Is generally able to avoid major misunderstandings in common everyday situations with native speakers not accustomed to foreigners. Is able to use the context to guess at the meaning of some unfamiliar cultural behaviors. Shows some initiative and ease in using culturally appropriate behaviors acquired by observation of authentic models.

Table 2.3

IMPLICATIONS FOR CURRICULUM DEVELOPMENT

An Overview

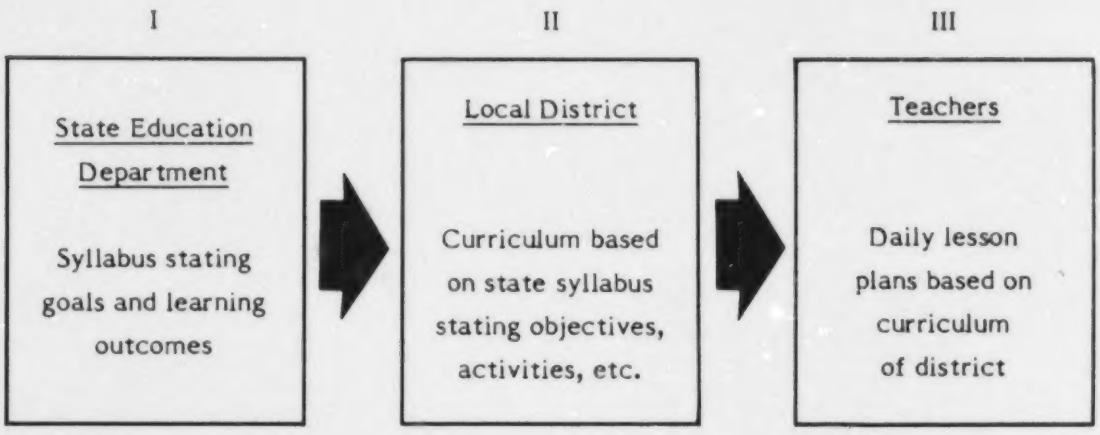
Curriculum development takes place at the state, regional, district, and classroom levels. It consists of three major categories of activities:

I state-level development of a syllabus consisting of statements of goals and learning outcomes;

II district-level development of a curriculum in which instructional objectives, teaching and learning activities, and evaluation strategies are based on the syllabus goals and articulated to provide logical sequential learning for students;

III classroom development of daily lesson plans based on the district's curriculum.

These relationships are shown below:



Program Development at the Local Level

Program development is a process involving planned, sequential activities that require the commitment of time and human and financial resources from the district. The activities include:

- assessing needs (determining what should be done);
- reviewing curriculum recommendations from other agencies, e.g., the State Education Department;
- consulting with "experts";
- setting priority areas;
- developing objectives, selecting learning experiences and resources, and developing evaluation techniques and instruments;
- providing in-service training to staff on how to implement the curriculum;
- evaluating the curriculum's effectiveness;
- revising of the curriculum as needed;
- informing other concerned staff, the Board of Education, and the community about the process and the product.

Curriculum development may occur during the summer or the school year. In the latter case, teachers may work beyond school hours (after school, weekends, vacations), or substitutes may be employed to free teachers to work either full or partial days on the curriculum.

School districts may wish to work cooperatively in this effort. One way to do this is through the COSER (Cooperative Service) development process of BOCES (Board of Cooperative Educational Services), which enables several districts to work together on a mutually agreeable curriculum project. Districts may wish to examine other regional consortium possibilities, which might involve colleges, universities, and/or regional or state language associations as means for bringing interested districts into a common curriculum project.

Program development at the local level should involve classroom teachers, supervisors, administrators, and chairpersons. Sometimes it may involve parents, members of the community, and students as well. The task is to design a foreign language program that is directed toward the systematic accomplishment of the goals

provided by the Regents, the Foreign Language Syllabus, and the local Board of Education. Professional organizations of foreign language teachers can be a valuable asset to planning and facilitating program development. The total program should be articulated at the local level in order to provide continuity for students' growth and development over the period of years covered by the program.

Once a program is developed and necessary in-service training has been provided, teachers can implement the program in the classroom. In doing so, they need to remember that each day's activities are part of a larger plan for long-term student growth and development. Teachers should also examine the curriculum continually to find ways to revise the program to keep it current with what is known about how students learn and how to deliver more effective and efficient instruction.

The learning outcomes provided in this syllabus are the basis for the development of instructional objectives, learning experiences, and evaluation strategies at the local level. The following is a generic model of an objective into which the components of communication can be inserted:

Given a specific topic and situation, the student will be able to listen/speak/read/write for a specific purpose/function at a specific checkpoint of proficiency.

The importance of program development at the local level cannot be underestimated. The program is the link between the state syllabus and the classroom teacher:

* It articulates a systematic whole that should cover the program's period of years and provide continuity and direction for classroom planning at each level.

* It is the basis for development of daily lesson plans.

* It provides evaluation strategies for systematic assessment of student achievement.

* It ties together the critical elements of instructional objectives, learning experiences, and evaluation.

* It ensures that the teacher's creative efforts and unique contributions to students are made part of a larger design.

* It provides for articulated, sequential learning for all students.

* It is the basis for district-wide financial and educational decisions about instruction: objectives, resources for learning experiences, grouping arrangements, time allocations, staff development, and supervision.

Without a district curriculum, an individual teacher may provide students with learning experiences that are excellent in the classroom. However, if such efforts are piecemeal and uncoordinated and are not directed toward the systematic accomplishment of long-range goals, students are not well served, nor are teachers, parents, and the community.

A foreign language program should have the following characteristics:

- It is based on a written curriculum containing instructional objectives, learning activities, and evaluation strategies.

- It has form, purpose, and direction.

- It is based on the philosophy, goals, and learning outcomes provided by the state syllabus and the local Board of Education.

- It contains a statement of philosophy regarding foreign language education for the district that is consistent with that district's philosophy.

- It contains broad goals or learning outcomes expected to be achieved at the end of predetermined checkpoints.

  It provides a scope and sequence of instructional objectives that the teacher will use for classroom preparation.

- It provides for district-wide assessment practices at appropriate points in a continuum.

- It provides evaluation techniques and instruments for assessment at the classroom level.

- It provides opportunities for the classroom teacher to use his or her unique and creative style to increase student achievement.

- It contains articulated instructional objectives that fit into a systematic whole, depending on how the program is organized.

STAFF DEVELOPMENT

Staff development is a process that can occur in a variety of formats including: workshops, formal courses or seminars, conferences, travel, sabbaticals, internships, visitations to other schools, informal on-the-job advice and assistance, formative or summative evaluation, planning and developing new curriculum, committee work, teachers' centers, and individual research. Staff development should be viewed as an ongoing concern for all professional staff as they attempt to update and improve the quality of instruction.

The content of the staff development process as related to this syllabus may be:

- methodology (developing effective means of implementing the syllabus);
- development or use of instructional materials;
- use of available technology to increase students' exposure to authentic language samples and use.

The responsibility for initiating and carrying out in-service education (staff development) lies in the hands of the local school districts, BOCES centers, colleges and universities, the professional organizations, and the State Education Department. If the communicative approach is going to be successful in the classroom, communication must also be encouraged within professional circles.

Effective staff development has the following characteristics:

* Time is given for planning the activities, and the participants are involved in the process.
* There is administrative support.
* Expectations for what is to be accomplished are clear to leaders and participants.
* There is continuity in the themes of the activities.
* The expressed needs of participants are considered.
* The logistics involved (physical facility, time, etc.) are designed to provide an appropriate learning environment.
* Activities include the presentation of concepts and theory, a demonstration of the desired behavior(s), low-risk practice with feedback, and provision for follow-up "coaching" in the work setting.

IMPLICATIONS FOR INSTRUCTION

The purpose of this syllabus, as has been stated earlier, is to identify the goals of second language instruction in New York State and the components of intended learning outcomes in order to enable school districts to meet the second language requirements as specified by the Board of Regents. Since the goals outlined herein call for a significant change in the nature of second language programs, and since the components of intended learning outcomes clearly imply a change of emphasis in second language teaching and learning, the syllabus contains important implications for the instructional process. It is not within the domain of this syllabus to specify particular curriculum, and it would not be appropriate to suggest specific materials, either commercially prepared or otherwise. These decisions are and should remain the responsibility of individual school districts so that curriculum and materials will reflect their available resources and particular needs, as long as they meet the goals of this syllabus. Recognizing, however, that there are important implications for instruction contained in this document, a discussion of some of those implications is offered below.

Instruction in all disciplines is a continuous, expanding, and spiraling process in which students move from the familiar to the unfamiliar, from the simple to the more complex, always using what has been learned previously to assist them in understanding and mastering that which they do not yet know. Teaching languages for communication is no exception. Ability to communicate is not the result of isolated and compartmentalized efforts. Instead it is the cumulative result of all previous instruction. Ability to communicate effectively at any given level of proficiency, or at a particular checkpoint, may require a specific vocabulary, a specific set of linguistic structures, or specific knowledge of certain cultural elements, but it cannot be acquired in one single unit of instruction. Students acquire it gradually as their range of topics, situations, and functions increases and as their proficiency within each one of those components of communication becomes more advanced. The components are revisited again and again, each time at a more advanced level of proficiency. It is also important for students to be aware of the relationship among the various components of communication and to recognize that the language needed for communication in one component is valid for other components as well. The sooner they are exposed to the relationship among the various components, the faster their growth in proficiency will be.

The goals and the Components of Communication in this syllabus are organized to reflect the spiraling effect of continued instruction through Checkpoints A, B, and C. Teachers and curriculum writers are encouraged to refer to the checkpoint tables in preparing their instructional objectives.

The shift from the linguistic to the communicative approach, which is clearly implied in this syllabus, also has major implications for language educators. Units of language instruction can no longer be organized in terms of linguistic structures but in terms of what people want to do with the language. Language instruction, therefore, moves from an academic to a more practical realm in which the language structures that the students learn are dictated by what they want to do with the language. The intended learning outcomes listed in this syllabus emphasize the development of practical language skills and should have immediate application to communicative situations in the target language. Teaching for communication, the overall goal, will necessitate a search for authentic instructional materials and the use of materials drawn from a wide variety of sources rather than from a single textbook series.

Under the mandate of the Board of Regents, virtually all students will be enrolled in second language classes. As a result, it will be increasingly necessary for teachers to formulate instructional objectives and create lessons and materials that will accommodate the learning styles and abilities of a diversified student population. Instructional techniques, materials, and assessment tools may need to be modified so that students with handicapping conditions, for example, will have alternative ways to demonstrate their proficiencies without being limited by their handicaps. Students who have difficulty reading and writing in English will need special attention, and instructional objectives and techniques will have to be structured in such a way as to maximize their chances for success. Much of this, of course, depends upon the resourcefulness and sensitivity of the classroom teacher.

There are many ways to assure achievement of an objective; methodological choices may vary with the characteristics of the learners and the teachers and with the circumstances under which the learning/teaching process takes place. This is why, in teaching for communication, the effective teacher should:

- have a practical command of the language and its culture;
- identify the students' learning styles;

- o manage within the same classroom a variety of small-group work, promoting face-to-face interaction;
- o use simulations, role-play situations, and games;
- o use principles of mastery learning;
- o develop a nonthreatening learning climate;
- o use informal and/or format testing to assure achievement of the objectives; and
- o develop appropriate activities in teaching the four skills and culture.

Listening

Listening skills should develop the students' capacity to derive meaning and understanding from authentic speech. The speech may be delivered in a variety of ways, in person as well as through the media of television, telephone, radio, recordings, and loudspeakers.

Because the learner has little or no control over the nature of the language or its rate of delivery, listening is an important skill to acquire and one that must be practiced regularly. Developing listening fluency requires providing a sequence of listening activities that are appropriate to the students' listening skill level. These activities should challenge but not frustrate students as they proceed from easy to more complex listening activities.

As soon as possible, students should be exposed to authentic samples of speech, either live or recorded. At the same time, carefully constructed samples of speech should be presented to students so that they can derive meaning from simple connected language composed of familiar elements. In all cases, the context from which the samples of speech are drawn should be clear. Live and/or recorded samples of communication among native speakers in a culturally authentic setting should be used extensively.

At the initial stages of instruction, listening skill development may be limited to understanding the gist of a message. As comprehension improves, students should be encouraged to identify as many specific details as possible. Eventually they should be able to recall most of the significant details from authentic speech samples of an appropriate length and level of difficulty.

Students should be taught to use context to overcome difficulty caused by unknown elements of speech and to preserve their focus on global comprehension. They should also be taught to use interaction, whenever possible, to seek understanding through repetition, paraphrase, clarification, explanation, and gestures. The judicious use of English in the classroom can be an efficient instructional tool for checking students' comprehension, clarifying meaning, and providing general enrichment. Translation, however, involves an altogether different set of skills and should not be used except in very limited cases when specific words, expressions, or phrases would impede understanding.

Speaking

The teaching of speaking should develop the students' abilities to express themselves on a range of topics, communicative situations, and functions.

Early in the instructional process, the focus may be placed on the correct production of predetermined samples of speech using authentic models. These samples should always be presented in a context so that real meaning can be communicated between the students and their peers and/or teachers. Throughout the process, the communicative situations should be as realistic and authentic as possible, and colloquial uses of the language should have priority over literarily structured language.

To develop speaking skills, teachers should emphasize spontaneity and creativity. Learners should have the opportunity to be themselves and to express their own thoughts, opinions, and observations. This is accomplished when they are encouraged to experiment in formulating new messages on their own or with the help of the teacher, rather than being restricted to question/answer drills or to structured messages that are memorized or written before being uttered.

The learning of grammar should be a by-product and not a reason for communication. A point of grammar is taught only when students have demonstrated that they need that structure in order to convey accurately a type of message that is important to them. This approach is more effective than engaging students in a contrived situation for the sole purpose of "practicing" the application of a point of grammar.

Perfection in pronunciation, intonation, and grammatical accuracy are desirable, but they should not be pursued at the cost of restricting or inhibiting the speakers' range of possible communications. They are important only to the extent that they make accurate communication possible. In all cases, the correction of errors is undertaken only after the interaction has been completed. Corrections should never interfere with the dynamics of communication.

Reading

Reading instruction should focus, as early as possible, on deriving meaning from samples of written language consistent with the learners' needs, interests, and abilities and with their proficiency level in the target language.

Even at the earliest stage of reading instruction, students should be encouraged to look at simple, short excerpts of authentic texts. Any authentic samples of language chosen for students should reflect topics of general public interest and of specific interest to them. The material should be current, relevant, and representative of situations or topics encountered commonly in daily life. They should also be accompanied by visual cues to help students identify both the known and unknown features of language and to help them guess the topic or the general meaning.

As their proficiency level increases, students should be asked to read authentic texts of greater complexity, and there should be increased emphasis on both detailed and general comprehension. The relationship of detailed and general understanding should be used in helping students make contextual guesses at the meaning of unfamiliar parts of that text. It is advisable to select content that will evoke strong reactions on the part of students, thus stimulating other communications activities such as oral and written reports and class discussions.

Writing

The purpose of instruction in writing is to enable students to express themselves accurately in a variety of nonoral situations. In order to motivate students to write, it is important that they have a large part in determining the topics and content of what they write. It is equally important, in producing a sample of writing, that they have access to all available help and resources including reference materials, their peers, and their instructors.

The instructional process should not be limited to the teacher's assigning a common topic to the entire class, having students compose in isolation on that topic, correcting and grading their compositions, and returning them with brief comments. Instead, it should begin with an array of prewriting tasks. First, the students should carefully delineate their topics based on classroom activities, readings, or their own personal experiences. Once the teacher and each student have agreed upon a topic, an outline should be prepared containing the points to be covered and the repertory of elements of language they expect to use in order to complete the task.

After the prewriting tasks have been completed, the students will produce their first drafts and may submit them to groups of their peers who will react and make suggestions. Second drafts will then be prepared and submitted to the teacher for comments, reactions, advice, and suggestions. The last step in the process is the preparation of final drafts, which are handed to the teacher for evaluation and comments. Each of the steps described above may have to be repeated before the students decide that their compositions effectively convey the intended meaning.

Drill and practice-writing exercises should be used in very limited fashion and only for the specific purpose of helping individual students to master needed structural patterns. It is important to note that writing will vary in length and complexity, depending upon the students' actual writing ability, and teachers must be sensitive to variations in ability among their students.

Culture

Culture is at least as important a component of communication as the lexical and structural elements it pervades. Knowledge of the cultural value of various elements of language is essential to accurate communication, and knowledge of the target language culture makes meaningful interaction with native speakers possible. Furthermore, the skills and knowledge acquired while developing an understanding of one culture can readily be applied to contacts with representatives of other cultures abroad and within the American society. These understandings will enrich the students' own cultural identity and enhance the prospects for harmonious human relations.

Culture is not limited to a variety of facts about a group's heritage or customs. It is the entire context of human interaction within that group including shared aspirations, beliefs, and knowledge as well as patterns of behaviors which manifest themselves in common everyday life.

The teaching of culture should focus initially on these manifestations at the cognitive level because they are essential to accurate communication. The instructional process in its beginning stages should strive to enable students to avoid cultural blunders and misunderstandings in such mundane situations as paying and responding to compliments, greeting someone or leave-taking. Students should learn that there are different registers of language for different people and that patterns of eye contact and various aspects of body language may convey meanings that are very different from the ones with which they are familiar. They should be encouraged not only to recognize and interpret cultural manifestations in communications but also to begin using them themselves in order to convey meaning.

The teaching of culture is intimately related to the development of the communicative skills, and as a result, culture pervades the whole instructional process. Some students may want to remain at a functional level of cultural understanding, but for many the exploration of a foreign culture may take on an affective dimension. This is the point where appreciation for its beauty and respect for its human value can be developed. Students always have enjoyed exposure to various aspects of a culture, with its people, their daily lives and customs, special events, history, foods, etc. Using a variety of techniques including media, visitors to the classroom, and spontaneous informal discussions, culture brings life to any classroom and provides an important change of routine.

The goal of teaching culture, whether as the setting for the communication or as enrichment, is to foster respect for and understanding of others, to reduce the negative effects of ethnocentrism, and to prepare students to participate sensitively in a culturally pluralistic world.

APPENDIX

SAMPLE LESSON PLAN

MODERN LANGUAGE FOR SECONDARY SCHOOLS
CHECKPOINT A

I. TOPIC: Meal taking, food and drink: Everyday fare, regional and national specialties, fast food, mealtime interaction (regular family meals, eating with friends and relatives, eating out)

II. SITUATION: An individual enters a restaurant with a friend to have dinner.

a. Listening/Speaking -

Interaction with providers of common public services in face-to-face communications.

Informal everyday conversations with individual peers and adults.

b. Reading -

Information provided to the general public on signs, billboards, posters, menus, programs, timetables, maps, plans, etc.

III. FUNCTION: Getting others to adopt a course of action by requesting (ordering a meal).
socializing

IV. LEARNING OUTCOME:

Given a menu in the target language, the student is able to order a meal containing foods from the four basic food groups in accordance with the proficiences described for Listening/Speaking and Reading at Checkpoint A.

V. ENABLING OBJECTIVES:

Given a series of 15 sets of pictures of fruits and vegetables, (four in each set), the student is able to demonstrate listening comprehension by matching the appropriate picture in each set with a preceding oral stimulus with 100% accuracy.

Given a series of 10 sets of pictures of meat, poultry, fish, and shellfish, (four in each set), the student is able to demonstrate listening comprehension by matching the appropriate picture in each set with a preceding oral stimulus with ___% accuracy.

Given a series of 10 sets of pictures of beverages, (four in each set), the student is able to demonstrate listening comprehension by matching the appropriate picture in each set with a preceding oral stimulus with ___ % accuracy.

Given a series of four pictures of clocks showing different times, the student is able to demonstrate listening comprehension by matching the name of the meal in the target language with ___% accuracy.

Given five sets of ingredients and a written list of specialty dishes of the target culture, the student is able to demonstrate listening comprehension by matching the ingredients with the specialty dish with ___% accuracy.

Given a series of 10 oral commands in the target language, the student is able to demonstrate listening comprehension by performing them with ___% accuracy.

Given a series of 15 pictures of fruits and vegetables, the student is able to name them in the target language with ___ % accuracy.

Given a series of 10 pictures of meat, poultry, fish, and shellfish, the student is able to name them in the target language with __% accuracy.

Given a series of 10 pictures of beverages, the student is able to name them in the target language with __% accuracy.

Given a series of 30 pictures of foods and beverages, the student is able to state in the target language at least 10 items liked and at least five items disliked with ___ % accuracy.

Given a time of day, the student is able to name in the target language the meal most likely to be served with ___% accuracy.

Given a situation where a meal has been served, the student is able to express satisfaction or dissatisfaction in the target language with ___ % accuracy.

Given five oral questions in the target language about meals or meal times of the target culture, the student is able to respond in the target language with ___% accuracy.

Given a series of five sets of pictures, (four in each set), the student is able to identify foods that are generally considered "fast foods" in the target culture with ___% accuracy.

Given a menu in the target language and a set of 50 pictures of foods and beverages, the student is able to demonstrate reading comprehension by matching the menu items with the corresponding pictures with ___ % accuracy.

Given five advertisements for food and beverages in the target language, the student is able to demonstrate reading comprehension by responding to five multiple-choice questions in the target language with ___ % accuracy.

Given a restaurant bill in the target language, the student is able to demonstrate reading comprehension by responding to five true/false questions in the target language with ___% accuracy.

VI. INVENTORY OF USEFUL VOCABULARY:

Fruits and vegetables

apple	banana	bean	carrot
corn	cucumber	grapefruit	grape
lemon	onion	orange	pear
pea	pepper	potato	rice
strawberry	tomato		

Meat and poultry

chicken	duck	hamburger	ham
pork	steak	turkey	veal

Fish and shellfish

clam	lobster	mussel	octopus
shrimp	squid		

Breads and cereals

bread	cake	cereal	pie
roll			

Condiments

oil	pepper	salt	sugar
vinegar			

Miscellaneous Foods

egg	omelet	margarine	salad
soup			

Other vocabulary

bill	breakfast	cup	dinner
fork	glass	knife	lunch
menu	napkin	snack	spoon
tip	waiter		

VII. INVENTORY OF USEFUL GRAMMAR:

The present tense of: to bring, to drink, to eat, to prefer, to prepare, to serve, to like

The interrogative expressions

The formal command form of: to bring, to drink, to eat, to prepare, to serve